

Development of Tanggomo-Based Teaching Modules to Improve Gorontalo Language Skills in Children in State Kindergartens in Mananggu District

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ABSTRACT

Schools are still lacking and have not even introduced the Gorontalo language to students through school learning. This is because the existing curriculum in schools does not explicitly include Gorontalo language learning materials that are sufficiently in-depth and interesting. One learning innovation in schools to introduce the Gorontalo language is by including Tanggomo oral literature in intracurricular learning in kindergartens. By introducing Tanggomo, teachers have indirectly introduced the Gorontalo language and also introduced the positive attitudes contained in the meaning of Tanggomo poetry. This study aims to create a teaching module containing Tanggomo to improve Gorontalo language skills in children. This research method uses the research and development method. The results of this study indicate that the development of a teaching module containing Tanggomo to improve Gorontalo language skills in children of TK Negeri 02 Tearatai Mananggu has been validated by four experts, namely PAUD experts, design experts, linguists, and Gorontalo language experts and is declared suitable for use with minor revisions.

Keywords: Development of Tanggomo, Based Teaching Modules, Gorontalo Language

INTRODUCTION

The Gorontalo language is one of the cultural treasures of Gorontalo Province. However, in its development, Gorontalo, like many other regional languages, currently faces challenges in terms of preservation. One challenge is the increasingly widespread use of Indonesian in various aspects of life, especially in the mass media and education, this has made the Gorontalo language increasingly marginalized. Furthermore, the influence of globalization and modernization that brings in foreign cultures and new languages also threatens the existence of the Gorontalo language, especially as the younger generation tends to prefer using Indonesian or slang in everyday interactions, thereby reducing the use of Gorontalo.

As the generation that will continue our lives, especially in Gorontalo Province, it is fitting that our early childhood learners are introduced to the Gorontalo language, both at home and at school. Introducing the Gorontalo language from an early age, both within the family and at school, plays a crucial role in preserving this regional language. Language

reflects a community's cultural identity. By introducing the Gorontalo language from an early age, children will develop a sense of belonging and pride in their ancestral culture. Furthermore, understanding the Gorontalo language will help children better understand the values, customs, and history of the Gorontalo people. The more young people who master the Gorontalo language, the greater the chance of this language being preserved and not lost over time. Educators should prepare the younger generation to preserve the Gorontalo language, especially those in the Early Childhood Education period. Early childhood should learn the Gorontalo language. This is our responsibility as parents and educators at school. At home, we should make it a habit to converse in Gorontalo, both with mothers and fathers, as well as with our children. At school, we should integrate Gorontalo language learning into our extracurricular activities.

The Gorontalo language is integrated into intracurricular learning. However, currently, schools are still lacking, and even have not yet introduced, Gorontalo language to students through in-school learning. This is because the existing school curriculum does not explicitly include in-depth and engaging Gorontalo language learning materials. Furthermore, the limited number of teachers competent in teaching Gorontalo language, along with a lack of quality teaching materials, poses obstacles to learning. Teachers should be able to integrate Gorontalo language learning into their lessons through various innovations. Effective and innovative lesson planning can increase interest in learning regional languages. (Supriatna N, 2018).

It is an irony that a region claims to be a cultural region, but cultural elements are not the focus of preservation efforts carried out by all government and community stakeholders in this region. Baruadi (2014) stated that some teenagers, especially in urban areas, feel insecure, even embarrassed to use the Gorontalo language. Gorontalo, which is rich in ancestral cultural heritage, now seems to be ignored by the next generation. One of the elements of culture according to Koentjaraningrat is language as a form of activity and social system in society. We should continue to preserve the language in everyday conversations, both at home, at school, and at the office. (Elly M. Setiadi (2012).

In the pre-study, pre-test scores indicated varying levels of Gorontalo language proficiency, but overall, they tended to be low among 17 children across three public kindergartens in Manangu District. This was evident in the wide range of scores, from a low of 25 to a high of 75.

Empirically, the preliminary data showed that the average pre-test score was 53.53, well below the general passing standard of 70 or 75. This indicates that most students did not yet possess adequate Gorontalo language proficiency before the research intervention or treatment was administered.

Based on the preliminary data above, it can be concluded that empirically, the students' Gorontalo language proficiency in this pre-test was still relatively low. The average score below 54 clearly indicates that most students did not yet possess adequate Gorontalo language proficiency. This provides a strong foundation for continuing the intervention through learning through the teaching module development project, as initial data clearly demonstrates a significant need to improve Gorontalo language skills among students. Therefore, this pre-test not only measures initial abilities but also validates the urgency and relevance of the researcher's research.

The preservation of the Gorontalo language can be automatically achieved by preserving Gorontalo regional literature. One way to preserve regional literature is through fostering and developing the literature itself. Fostering and development can be carried out in schools, especially kindergartens. Stephen Krashen (1985) suggests that language acquisition occurs when learners receive comprehensible input that is slightly above their current level of understanding. This input must be interesting, relevant, and meaningful. Tanggomo poetry, as a form of oral literature rich in authentic Gorontalo vocabulary, sentence structure, and style, can be a very effective source of comprehensible input. When someone listens to or reads Tanggomo, they are exposed to the natural and contextual use of Gorontalo language, which can lead them to subconsciously absorb the language patterns. The beauty and stories contained in Tanggomo also make it an interesting and meaningful input, making it easier to absorb.

The teaching modules in the Independent Curriculum are a key element crucial to successful learning. The teaching modules themselves can be seen as an implementation of the Learning Objectives Flow (ATP) oriented toward the Pancasila student profile, which is based on Learning Outcomes (CP) (Patmaniar et al., 2024). Teaching modules are learning tools or lesson plans that are systematically and engagingly designed to meet established competency standards (Agusty et al., 2023).

Tanggomo is one of Gorontalo's most valuable oral cultural heritages. More than just a story, tanggomo is a tradition, a way of life, and a reflection of the soul of the Gorontalo people. Literally, "tanggomo" means "to contain." In the context of oral literature, tanggomo is a form of narrative poetry conveyed orally, often accompanied by a specific rhythm. Its content is very diverse, ranging from historical stories, legends, fairy tales, to everyday events. (Nani Tuloli, 1991: 33).

Gorontalo is a regional language in Indonesia spoken by the Gorontalo people. It is spread across the Northern Sulawesi Peninsula, particularly in Gorontalo Province, as well as in North Sulawesi and Central Sulawesi (Mansoer Pateda, 2006).

METHOD

A research method is essentially a scientific method or way to obtain data and information for a specific purpose and use. Research and development (R&D) is a type of research conducted to produce a specific product. According to (Dewi et al., 2022), the research method applied in this study is development research, also known as Research and Development (R&D). This research aims to produce a product and then assess its effectiveness.

The ultimate goal of the R&D method in education is to create new products or improve existing ones to improve the quality of education. Hopefully, the educational process will be more efficient and more aligned with field needs. The educational product to be developed and validated at TK Negeri 02 Tearatai, Mananggu District, as the research location using the 4D approach in this study is a teaching module containing Tanggomo, which is expected to improve students' Gorontalo language skills.

The method used in this research is Research and Development (RnD). The Research and Development method is used to produce a product and test its effectiveness (Sugiyono, 2017: 407). This model was chosen because it has shorter stages and is suitable

for the researcher's needs. A weakness of this model is that it does not show the product planning and development process in detail. The advantage of this model is that its shorter stages make the research process faster than other development models.

DISCUSSION

A Tanggomo-based teaching module to improve Gorontalo language skills in public kindergartens throughout Mananggu District. The Tanggomo-based teaching module for Gorontalo language is highly appropriate because it can be used to guide specific learning of regional language materials, particularly Gorontalo. The primary target audience for this Tanggomo-based teaching module to improve Gorontalo language skills is Group B students in public kindergartens throughout Mananggu District. This target group was chosen due to the lack of Gorontalo language learning activities using engaging learning strategies. Furthermore, students complained that Gorontalo language learning was less engaging because the only media used was pictures from printed books.

The use of appropriate media in the classroom can optimize the learning process. For teachers, learning media helps realize concepts or ideas and motivates active participants in learning. For students, media can serve as a bridge for critical thinking and action. In this way, media can help teachers and students acquire the identified basic skills. (Hartati, 2023).

The poem recited by the teacher was composed by the researcher, and the students were very enthusiastic about learning. This demonstrates that the use of Tanggomo-based teaching modules can enhance students' learning activities during the learning process. Students become more attentive, express their opinions boldly, and are more active. Furthermore, students' affective attitudes also improve, with increased group collaboration, greater respect for others' opinions, mutual assistance, and discipline. The use of Tanggomo-based teaching modules will facilitate teachers' ability to provide students with a clear understanding and reduce conceptual errors by both students and the teacher. (Umayah et al., 2013)

The development of Tanggomo-based teaching modules to improve Gorontalo language skills was carried out using the 4D development model according to Thiagarajan (1974). This model consists of four stages: definition, design, development, and dissemination, resulting in a high-quality Tanggomo-based teaching module.

Field findings revealed that students showed a strong interest in singing Tanggomo poetry, which incorporates local cultural elements. Tanggomo, as a traditional Gorontaloan form of oral art, holds a strong intrinsic appeal for them. This aligns with Jean Piaget's Cognitive Development Theory (1896), which emphasizes the importance of direct experience and play in early childhood learning. Children learn through exploration and interaction with their environment, and Tanggomo provides a rich context for sensory and cognitive stimulation.

Tanggomo contains a rich indigenous Gorontalo vocabulary and often uses repetitive or patterned sentence structures, which significantly aid children's language acquisition. This repetition supports Noam Chomsky's Nativism Theory (1928), which states that children have an innate capacity to acquire language through linguistic exposure. The more frequently they hear and produce correct linguistic structures, the stronger their linguistic foundations become.

The integration of Tanggomo into teaching modules creates a bridge between formal school learning and the child's sociocultural environment at home and in the community, strengthening their cultural identity and providing a meaningful context for the use of the Gorontalo language. This finding aligns with Lev Vygotsky's (1896) sociocultural theory, which emphasizes the role of social and cultural interaction in children's cognitive and language development. Language is not only a means of communication but also a means of thinking formed through social interaction. A barrier in the field is that some teachers lack a deep understanding of Tanggomo or the skills to effectively deliver it. They feel awkward or unsure how to integrate it into daily learning. This presents a challenge because learning effectiveness depends heavily on teacher competence and confidence. Specific and standardized Tanggomo-based teaching modules are still limited. Teachers struggle to find Tanggomo examples appropriate to the child's age and developmental level, or adapt existing ones in module format. The solution to the above problem is to develop a teaching module containing Tanggomo, equipped with musical accompaniment sung along with Tanggomo poetry, and the learning is also equipped with clear implementation guidelines for teachers. The module must be designed and prepared well and comprehensively.

In the "Define" stage, the researcher conducted an initial analysis of the problems emerging in learning activities in Group B of Mananggu State Kindergarten 02 and the importance of developing a Tanggomo-Containing Teaching Module to Improve Gorontalo Language Skills to address these learning challenges. The results showed that Group B students' interest in learning, particularly in Gorontalo language, was quite low, resulting in suboptimal learning outcomes. This was due to the frequent use of lecture methods, which led to students feeling bored and inactive in class. Furthermore, the media often used were unattractive images found in printed textbooks. Therefore, teachers were required to be more creative in learning activities. Classroom facilities such as laptops and internet connections were available; only LCDs were missing. However, learning activities still seemed to lack variety. Sometimes the use of technology-based media was limited to searching for videos on their phones, while the rest of the time, students relied on the available printed textbooks.

Based on interviews and observations of Group B teachers, it was found that the objective condition of using the Tanggomo teaching module to improve Gorontalo language skills in Group B of Mananggu 02 State Kindergarten was that it had never been implemented before. The underlying factor behind the lack of learning activities using the Tanggomo Teaching Module to Improve Gorontalo Language Skills was the teachers' lack of time to design or compile the Tanggomo Teaching Module to Improve Gorontalo Language Skills, leading them to prefer teaching using materials available in printed textbooks. However, based on the results of the needs analysis questionnaire distributed to Group B students, they greatly enjoyed learning that used engaging and illustrated media, such as the Tanggomo teaching module, especially in Gorontalo language learning.

According to them, using the Tanggomo Teaching Module to Improve Gorontalo Language Skills, the previously difficult material became clearer and easier to understand. It is important to recognize that today, a teacher is no longer the sole source of learning. As a teacher, they must also be able to plan and create other learning resources to create a conducive learning environment. These learning resources, besides the teacher, are referred

to as conduits or connectors for the learning messages created in a planned manner by teachers or other educational staff, commonly known as media and learning resources.

Therefore, the researcher developed a Tanggomo-based teaching module to improve Gorontalo language skills. This module is considered capable of presenting engaging and engaging content, thus stimulating students' interest in the learning process and maximizing learning objectives. At the end of this stage, the researcher established the research objectives: to create a Tanggomo-based teaching module to improve Gorontalo language skills. This module serves as a guide that can guide students in learning Gorontalo, particularly Gorontalo language materials. This development is intended to develop a Tanggomo-based teaching module to improve Gorontalo language skills.

In the design stage, the researcher took three steps. The first step was selecting a teaching module; this was done to identify an appropriate module that aligns with the characteristics of the learning material. The teaching module developed in this research is a teaching module containing Tanggomo to improve Gorontalo language skills.

CONCLUSION

Based on the research results and discussion presented in the previous section, it can be concluded that the Tanggomo-based teaching module, designed to improve Gorontalo language skills in public kindergartens throughout Mananggu District, can increase students' interest, enthusiasm, and learning abilities. This is evidenced by the following: 1) The initial teaching module at TK Negeri 02 Teratai Mananggu still used a custom-made module taken from the PMM (Public Relations Office), not a self-developed one. This was due to teachers' limited time. This resulted in children being less focused on learning the Gorontalo language. 2) The development of a Tanggomo-based teaching module to improve Gorontalo language skills in TK Negeri 02 Teratai Mananggu has been validated by four experts: an early childhood education (PAUD) expert, a design expert, a linguist, and a Gorontalo language expert, and was declared suitable for use with minor revisions.

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